

Standards for Technology Enhanced Learning and Teaching

1 Organisation and appearance

The LMS site is organised with a clear structure and consistent presentation. Whenever possible all units within a school or course should use the same LMS template, have the same appearance and organisational structure.

Minimum requirements for all units	Good practice for TEL	Additional requirements for online only units
<div><div>1.1</div><div>Publish your Unit information in the LMS, including links to compulsory materials, by a minimum of two weeks prior to the commencement of the semester.</div></div> <div><div>1.2</div><div>Place all copyrighted material into the Reading List via the Library (do not upload PDFs, audio files etc. into the LMS site unless copyright permission has been granted).</div></div> <div><div>1.3</div><div>Ensure ease of accessibility and quality of all documents and media - for example, avoid scanned documents saved as images in a PDF (these cannot be read by screen readers) and ensure downloadable documents (such as Word documents or PDFs) meet the appropriate accessibility standards.</div></div> <div><div>1.4</div><div>Avoid the use of red and green together for text, graphs, and diagrams, and ensure high contrast colours.</div></div> <div><div>1.5</div><div>Use each area in the LMS for its intended purpose (e.g. Announcements for just-in-time and urgent notifications; Assessments for all assignment-related information).</div></div>	<div><div>1.6</div><div>Ensure the first module, topic, or week folder is available at least one week prior to commencement of semester and each subsequent module, topic, or week folder (and contents) is available a week in advance.</div></div> <div><div>1.7</div><div>Enter text and instructions directly into the LMS site page, rather than attaching or uploading documents.</div></div> <div><div>1.8</div><div>Minimise file sizes for downloadable documents as well as for web page contents such as graphics, videos, audio files, animations, etc.</div></div>	

2 Learning resources and activities

Learning resources and activities support achievement of unit and course learning outcomes, and expectations of both staff and students are clearly explained.

Minimum requirements for all units	Good practice for TEL	Additional requirements for online only units
<div><div>2.1</div><div>Ensure learning materials contain sufficient breadth, depth and currency to support students to meet learning outcomes.</div></div> <div><div>2.2</div><div>Choose learning materials from a variety of sources (including open and online sources external to the site), and in a variety of formats including multimedia (if possible), to accommodate different learners.</div></div>	<div><div>2.3</div><div>Include a brief welcome message from the Unit Coordinator (preferably in audio or video format) and explain what students need to do to succeed in the unit, and how that relates to the course and potentially their future careers.</div></div> <div><div>2.4</div><div>Provide recordings of lectures, with PPTs, etc. for review (note that recorded 50 minute lectures are not suitable for online only students).</div></div> <div><div>2.5</div><div>Design learning activities that are actively engaging, have real-world application, are task-driven and promote interaction with content, staff and peers.</div></div> <div><div>2.6</div><div>Set learning activities for each module/topic/week to ensure students have opportunities to apply or practice knowledge and skills.</div></div> <div><div>2.7</div><div>Provide short videos (e.g. slide presentation with commentary) of core concepts - maximum 10 minutes - to support learning.</div></div> <div><div>2.8</div><div>Ensure clear support resources are available for any technologies or tools used.</div></div>	<div><div>2.9</div><div>Clearly link the learning goals for each module/lesson/ week to the unit learning outcomes.</div></div> <div><div>2.10</div><div>Specifically include relevant learning outcomes within the instructions for learning activities so that students clearly see how the outcomes are to be achieved.</div></div> <div><div>2.11</div><div>Create a learning pathway that provides options to suit students who need more support or greater learning challenges.</div></div> <div><div>2.12</div><div>Ensure learning activities are appropriately scaffolded, and facilitated through the use of relevant online tools that are suited to the learning activity, and attainment of learning outcomes.</div></div> <div><div>2.13</div><div>Set online activities that require or develop higher order thinking skills, e.g. critiquing, analysing, reviewing, justifying, or applying.</div></div>

3 Assessment and feedback

Assessment tasks have been chosen to promote learning and clearly measure achievement of learning outcomes; feedback supports learning.

Minimum requirements for all units	Good practice for TEL	Additional requirements for online only units
<div><div>3.1</div><div>Set up electronic submission of assessments.</div></div> <div><div>3.2</div><div>Provide marking criteria or rubrics for assessment tasks at the same time as task requirements, identifying links between criteria and learning outcomes.</div></div>	<div><div>3.3</div><div>Check in with all students regularly to ensure they have been able to do everything that is required of them so far.</div></div> <div><div>3.4</div><div>Where feasible, design assessment tasks such that students have options regarding the format and/or approach.</div></div> <div><div>3.5</div><div>Provide regular and constructive feedback on group and individual performance.</div></div> <div><div>3.6</div><div>Provide exemplars for specific tasks (e.g. case study analysis, article review, poster layout, annotated bibliography).</div></div>	<div><div>3.7</div><div>Employ peer- and/or self-assessed learning activities to support student self-monitoring.</div></div> <div><div>3.8</div><div>Design activities and tasks where students decide which technologies they will use to generate ideas, plan processes, or design solutions.</div></div> <div><div>3.9</div><div>Provide opportunities for students to reflect upon and gather evidence of their achievement of learning outcomes (e.g. by embedding the use of an ePortfolio across the course).</div></div> <div><div>3.10</div><div>Embed authentic assessment tasks that support career development and demonstrate relevance of the unit to students.</div></div>

4 Communication and collaboration

Students have opportunities to learn from each other and are confident in communicating with all staff and their peers.

Minimum requirements for all units	Good practice for TEL	Additional requirements for online only units
<div><div>4.1</div><div>Send all vital information via LMS announcements and email.</div></div> <div><div>4.2</div><div>Use LMS analytics tools to monitor students - look for information such as those who are not accessing the site, not submitting assessments, consistently achieving poor marks, or not participating in discussions.</div></div> <div><div>4.3</div><div>Send an email to students at least two weeks prior to semester start introducing yourself, including a photo, the unit, the textbook, and a link to the LMS unit site (including how to access the site and where to find important information such as the Unit Outline).</div></div> <div><div>4.4</div><div>Moderate discussions and deal promptly with inappropriate or offensive postings.</div></div>	<div><div>4.5</div><div>If group work is required, facilitate the exchange of student emails or create groups and/or group areas within the LMS.</div></div> <div><div>4.6</div><div>Check discussion posts regularly and respond promptly to questions directed at the lecturer/tutor.</div></div> <div><div>4.7</div><div>Post announcements in a timely manner on such things as topical events, reminders, updates on assignments and exams, reviews of the past week, overview of the week ahead, etc.</div></div> <div><div>4.8</div><div>If using social media, model and incorporate effective and responsible use (e.g. Twitter, LinkedIn, Facebook, and other sites relevant to the subject and/or industry).</div></div>	<div><div>4.9</div><div>Make deliberate and ongoing attempts to create a learning community through such techniques as synchronous online meetings, peer review and feedback, student-led discussion activities, and project based learning.</div></div> <div><div>4.10</div><div>Encourage students to submit an introduction of themselves (photo optional) and their interest in the subject using the LMS in order to practice with the online technologies. Model this by providing an introduction to yourself first.</div></div>

5 Learner support

Student needs are anticipated through the provision of information about learning, technical and other supports, and regular reminders of their availability relevant to their mode of learning.

Minimum requirements for all units	Good practice for TEL	Additional requirements for online only units
<div><div>5.1</div><div>Monitor student progress and identify students who are 'at risk' for early intervention.</div></div> <div><div>5.2</div><div>Outline how university support services are accessible online/virtually.</div></div>	<div><div>5.3</div><div>Provide instructions on how students can monitor their own progress through the online environment.</div></div>	<div><div>5.4</div><div>Actively use analytics to monitor student engagement and success.</div></div>

<div><div>Minimum requirements for all units</div><div>All units offered by ECU will, as a minimum, ensure these features are present in the unit's LMS sites. These requirements encourage and enable ongoing learner engagement through provision of clear communication channels and flexible and timely access to information and learning support. To achieve this foundation, each unit will integrate an active online presence in the LMS.</div></div>	<div><div>Good practice for TEL</div><div>Technology enhanced units will include minimum requirements for all units as well as a selection of enriched features. These threshold requirements for technology enhanced units provide more flexible and adaptive learning, create opportunities for collaboration, knowledge curation, construction and co-creation and facilitate the development of digital literacies.</div></div>	<div><div>Additional requirements for online only units</div><div>Online only units will be designed to enable students to complete the unit fully online, with no requirements for face-to-face engagement. Online units will have extensively integrated technology enhanced requirements with all interactions and assessment fully online. Unit coordinators delivering an online only unit are responsible for ensuring the learning experience provided for online students is equivalent with the experience they would have in an on campus or technology enhanced unit.</div></div>
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